

Appendix F-SCHOOL COVER SHEET – Restart Model

School Name: Corry Middle School (current) KIPP Memphis Preparatory Middle (restart) Address: 2230 Corry Road Memphis, TN 38106	District Point of Contact (POC) Name & Position: Jennifer Shorter Phone#: 615-378-7528 Email Address: jshorter@tnasd.org
School Number: #125 in District #791	Title I Status: <input type="checkbox"/> Schoolwide Program <input type="checkbox"/> Targeted Assistance Program <input checked="" type="checkbox"/> Title I Eligible School
Year the school entered Priority status: 2008	
Principal's Name SY 2012-13: SY 2013-14 Crystal Windless Phone # 901-452-2682 Email Address: cwindless@kippmemphis.org	Waiver Request(s): <input type="checkbox"/> Requested for this School <input checked="" type="checkbox"/> Not Requested for this School
Amount the LEA is requesting from SY 2012-13 School Improvement Funds for the next three years for this school*: * The amount requested for SY 2013 through ST 2015—is not to exceed \$2 million:	
Pre-Implementation Activities Year 1	\$
Year 1: SY 2013-14 excluding pre-implementation	\$ 218,180.68
Year 2: SY 2014-15	\$ 331,637.51
Year 3: SY 2015-16	\$ 384,739.10
Three Year Total Budget	\$ 934,557.29

School Level Descriptive Information

School Comprehensive Needs Analysis:

Using the analysis of the data in the areas below, provide a summary and conclusion for each of the areas as indicated.

Using the needs analysis, each LEA is required to select an intervention for each school.

Name: KIPP Memphis Preparatory Middle (KMPM) formerly Corry Middle School			Intervention Model: Restart Model
Provide a minimum of two years of data where indicated.			Provide a summary and conclusion of the analysis of each area.
1. Student Profile Data	2010-11	2011-12	<p>KMPM will be a completely new school – new leaders, new teachers, and an incoming class beginning in the 5th grade only. Upon entry, we introduce students to our KIPP culture. High expectations set the tone of the culture. 100% of students feel included in the KMP community. Students feel safe, proud, respected, valued, and desire to attend school every day and return the following year. Therefore, past performance does not indicate future performance.</p> <p>Enrollment has declined significantly year over year. However, there is a discrepancy between the TDE numbers and the numbers shown in the Tennessee Report Card. We have been informed that some of this variation can be attributed to TDE data submission errors, and in reality the year-to-year disparity in enrollment may be much smaller than this TDE membership data implies. To this point, we have found on the TN public school report card that reported ADM (average daily membership) for Corry Elementary School was 269 in SY 2010-11 and 255 in SY 2011-12. This data implies much less year-to-year enrollment variation than the TDE membership files report. Overall, our conclusion is that enrollment has likely been between 174 and 269 students over the past two years, with the high majority of students historically being both African American and economically disadvantaged.”.</p>
Total student enrollment	269	185	
Grade level enrollment			
6th Grade - ALL subgroup	77	44	
7th Grade - ALL subgroup	99	66	
8th Grade - ALL subgroup	93	75	
Number of students in each subgroup (List applicable subgroups below.)			
White			
African American	260	255	
Hispanic	8	7	
Native American	1	-	
Male			<p>Corry Middle historically has had a predominantly African American and economically disadvantaged student population; males and females are relatively equally represented</p> <p>The current attendance rate reported is below expectations. Part of the KIPP culture is to create an atmosphere where children desire to attend school. Other culture expectations include :</p> <ul style="list-style-type: none"> Expect a culture of high expectations. We expect greatness from our students, in terms
Female	158	130	
	163	132	
Free/Reduced			
	>95%	>95%	
Mobility (%) - Entrants, Withdrawals	15.7%	7.9%	
Attendance %	92.6%	92.4%	
Suspensions (#)	128	111	
Expulsions (#)	25	15	
AP, IB, and Dual Enrollment (#)	NR	NR	
Promotion Rate	99.2%	86.4%	

			<p>of scholarship and citizenry, and that is what we will demand.</p> <ul style="list-style-type: none"> • Expect a culture of discipline and respect. We believe that children cannot learn in chaos, therefore we sweat the small stuff. Students are held accountable when they do not live according to our school values and recognized when they do. • Expect a culture of systematic procedures. We employ a variety of classroom and school wide procedures to save time, provide structure, and maximize space. • Expect a culture of tracking and feedback. By means of culture data tracking, students and parents will be notified consistently regarding their child's behavior. • Expect a culture of reflection and praise. Our students are taught that gratitude is essential. Multiple structures are put into place to prompt students to reflect on both their individual and group performance. Students are taught to identify areas of growth, praise one another for strengths, and show gratitude for one another's contributions • Expect a culture of investment and structured fun. Our children also put in serious work. We recognize the need for them to be children, be invested, and from bonds with their community, therefore we commit to structuring breaks and social time into their daily schedules. <p>Our culture goals also address discipline. It appears to be an area of challenge and need based upon suspension numbers and levels.</p> <p>Again it is difficult to compare the existing student body and the performance of these students in their current environment to an environment rich with the KIPP culture. We strive to serve those students who need us most and generally we identify those students as ones who qualify for free/reduced lunch. We believe these students in this zoned area need us – they need the additional time in the classroom and they need to be surrounded with the expectations listed above. Each child can and will succeed given the opportunity.</p> <p>We are prepared through the development of our culture and devotion of extra time to see each student succeed.</p>
2. Staff Profile Data	Provide a summary and conclusion of the analysis of each area.		
	<p>When existing grades at Corry MS are transitioned to the Achievement School District via KIPP Memphis, all school employment positions will be eliminated. Teachers will be invited to apply to KIPP Memphis. It is expected that the restart of Corry MS will include a largely new staff.</p> <p>Only 19% of the existing staff participated in the last TELL analysis, providing us no detail on the existing culture as measured by the current staff. However, the lack of staff participation may provide some negative data. At</p>		

		<p>KIPP we believe tone begins at the top. As such we have identified a talented upcoming principal for KIPP Memphis Prep Academy. Not only does Crystal meet all requirements for this leadership position, she is also a native Memphian and one time resident in the specific area around Corry Middle School.</p> <p>Currently the only employee is our principal – Crystal Windless.</p> <p>A Rhodes College graduate, Crystal Windless completed her education with a Bachelor of Arts in Political Science, with a minor in African American studies. During her college tenure, she first began her hands-on work with the students of South Africa’s Kayamandi Township Preschool. Here, she prepared weekly academic lessons and independently administered lesson plans.</p> <p>Crystal is a former Teach for America corps member. During this time, she served as English as a Second Language teacher at a high needs school as well as engaged in a full schedule of professional development activities. She also served as ESL teacher within the Memphis City Schools system. She conducted interviews of future teacher candidates using the Memphis Teaching Fellows rigorous Selection Model targeting the competencies of Critical Thinking, Achievement, Personal Responsibility, and Commitment.</p> <p>As a Fellow in the Aspiring School Leaders Fellowship, Crystal participated in fast-paced training sessions designed to expose candidates to the challenges and best practices of applying to school leadership programs. During her term at Freedom Preparatory, she served as 6th grade reading teacher as well as aided in the development of the second year charter school’s 6th grade reading curriculum. Crystal also instructed the school’s 90 incoming students in reading comprehension, mentored first year Reading teachers, and led occasional Reading/Language Arts Professional Development sessions.</p> <p>During the 2011-2012 school year, Crystal served as the Instructional Coach for KIPP Memphis Collegiate Middle School and was awarded a 2012- 2013 Fisher Fellowship for upcoming school leaders.</p>			
3. Student Achievement Data		2010-2011	2011-2012	Provide a summary of existing status and current needs.	
Reading/Language Arts					
		ETT %		ETT %	Clear area of need: Corry Middle has seen < 10% proficiency over the past two years of TCAP testing in RLA; in SY 2011, RLA proficiency was around 5%. From SY 2010 to SY 2011, Corry Middle saw a school-wide 4.5% decrease in the percentage of all students scoring proficient or advanced on the RLA TCAP.
ALL Grades - ALL subgroup		9.8		5.3	
6th Grade - ALL subgroup		9.5		6.1	

7th Grade - ALL subgroup		6.5		<5%		The children need additional time in the classroom surrounded by people with the belief that each of them can and will learn. In addition, they need focused curriculum to meet each of them where they are. KIPP's data-driven approach to curriculum will ensure the needs of each student are addressed.
8th Grade - ALL subgroup		13		7.6		
African American		9.7		5.4		<p>It appears that there are very few achievement gaps, as nearly all students are economically disadvantaged and African American; thus the ETT group is performing at nearly the same level as these tested subgroups.</p> <p>Of note is that the SWD subgroup is outperforming the ETT group by more than double ETT proficiency (21% proficient/advanced SWD vs. 10% P/A for ETT)</p>
Asian/Pacific Islander		*		*		
Hispanic		12.5		*		
Native American		*		*		
White		*		*		
Economically Disadvantaged		10		5.5		
Students with Disabilities		21.2		5		
Limited English Proficiency		*		*		
* indicates less than 10 students ** indicates score >5% not disclosed FERPA						
School performance on value-added student achievement		F with no change in trend		F with no change in trend		No change in trend
Mathematics						
		ETT %		ETT %		<p>There was a decrease of over 2.5% P/A for all tested students</p> <p>In the 2013/2014 school year, KIPP Memphis Prep Middle will only have fifth graders. The KIPP approach is to help students catch up to their current grade level and then meet and exceed proficiency targets. Beginning in fifth grade, children will progress through extra time in the classroom, through targeted instructional curriculum, and through a culture built on the belief that every</p>
ALL Grades - ALL subgroup		7.6		<5		
6th Grade - ALL subgroup		**		6.1		
7th Grade - ALL subgroup		**		**		
8th Grade - ALL subgroup		13		**		

						child can and will succeed.
African American		7.4		<5		Proficiency decreased for SWD, African Americans, and ED students in Math from SY 2010 to 2011.
Asian/Pacific Islander		*		*		
Hispanic		12.5		*		
Native American		*		*		
White		*		*		
Economically Disadvantaged		7.7		<5		
Students with Disabilities		15.4		8.8		
Limited English Proficiency		*		*		
ACT scores (if applicable)						
Graduation Rate (if applicable)						
4. School Culture and Climate		Provide a summary of existing status and current needs.				
TELL Survey Analysis		TELL Survey Analysis not released – of 31 educators, 6 completed the survey for a 19% completion rate. Therefore, the data was not released to us, making it impossible to provide factual discovery on school culture.				
School Safety						
Student Health Services						
Attendance Support						
Social and Community Support						
Parent Support		The school is designated as a “Safe School.” As mentioned previously, the current attendance rate reported is below expectations but still within the 90% range; however, this means instructional days lost. Part of the KIPP culture is to create an atmosphere where children desire to attend school. Other culture expectations include : <ul style="list-style-type: none">• Expect a culture of high expectations. We expect greatness from our students, in terms of scholarship and citizenry, and that is what we will demand.• Expect a culture of discipline and respect. We believe that children cannot learn in chaos, therefore we sweat the small stuff. Students are held accountable when they do not live according to our school values and recognized when they do.• Expect a culture of systematic procedures. We employ a variety of classroom and school wide procedures to save time, provide structure, and maximize space.• Expect a culture of tracking and feedback. By means of culture data tracking, students and parents will be notified consistently regarding their child’s behavior.• Expect a culture of reflection and praise. Our students are taught that gratitude is essential. Multiple structures are put into place to prompt students to reflect on both their individual and group performance. Students are taught to				

	<p>identify areas of growth, praise one another for strengths, and show gratitude for one another's contributions</p> <ul style="list-style-type: none"> • Expect a culture of investment and structured fun. Our children also put in serious work. We recognize the need for them to be children, be invested, and from bonds with their community, therefore we commit to structuring breaks and social time into their daily schedules. <p>School expulsion rates are high – indicating a need for discipline and respect. These issues are also addressed in the culture expectations listed.</p> <p>At KIPP we believe parental support is integral. We do not know how active parents or the community has been historically. However, from out-reach programs and the enrollment of students to Saturday programs once the school year begins, KIPP will seek ways to involve parents and community.</p>
5. Rigorous Curriculum- Alignment of curriculum with state standards across grade levels	Provide a summary of existing status and current needs.
Curriculum Intervention Programs	<p>Unknown existing status. Given that less than 5% of students are proficient in math, and overall proficiency rates are as low as they are, it is assumed that students have not been provided with a rigorous, engaging curriculum.</p> <p><u>High Expectations.</u> KMPPM will have clearly-defined and measurable high expectations for academic achievement that make no excuses based on the background of students. All of the students will pursue a rigorous college preparatory academic program, including Advanced Placement classes and dual enrollment opportunities; present their academic work to a jury for review each year; and, beginning in the 9th grade, participate in college counseling.</p> <p>The schools' educational philosophy is also fully aligned to the recent policy adopted by the Tennessee State Board of Education to strengthen the state's high schools. The school program supports the policy's goals and embraces the following excerpt from the policy:</p> <p style="padding-left: 40px;">All students will have access to a rigorous curriculum that includes challenging subject matter, emphasizes depth rather than breadth of coverage, emphasizes critical thinking and problem solving, and promotes responsible citizenship and lifelong learning. The curriculum will be tied to the vision of the high school graduate and to the Tennessee Curriculum Standards. Teachers, parents and students will hold high expectations for all. Schools will communicate high expectations to students, parents, business and industry, and the community.¹</p> <p>The philosophy of KMCS is informed by research, the experience and learning from KIPP schools, and other high performing "no excuses" schools around the country that consistently prove that all students can achieve at the highest levels if the schools provide the right systems, supports and structures to maximize learning.</p> <p>KIPP Memphis Prep will identify and support students who require special needs services and meet all local, state and</p>

¹ Tennessee State Board of Education High School Policy 2.103 Elements of School-Wide Reform. <http://www.tennessee.gov/education/assessment/secondary.shtml>

	<p>federal requirements in working with students with disabilities. The school will develop a comprehensive IEP for students diagnosed and documented as having special needs, to the greatest extent possible, use the least restrictive environment of special education. KMP will employ a Special Educator in yr. 1 and plans to employ a second Special Education teacher in yr. 3. The Special Education teachers will regularly conduct an evaluation of the special needs program for compliance and quality control (Special Education Plan and Special Education Teacher Job Descriptions are attached).The Special Education teacher will balance both an inclusion and pull-out model, pushing into classrooms and co-teaching, as well as pulling out small groups for intensive intervention.</p> <p>In addition to a Special Education teacher, KMP will have a Health & Wellness Team, consisting of the Special Education teacher, School Leader, one general education teacher, and Social Worker. The Special Education teacher meets with the general education teachers every week to discuss students not making adequate academic or behavioral progress and to determine intervention support for these students; however, when a particular student is reoccurring as struggling and not responding to interventions introduced on the grade-level, the student is submitted to the Health & Wellness Team, which designs more intense intervention plans for students as well as determines when an evaluation needs to be conducted.</p> <p>All documentation of student IEPs and 504s will be requested along with student information records in the Spring upon student enrollment so that the KMP staff is aware of student needs and can provide services from day 1. The identification of special needs students begins with classroom teachers who are most familiar with each student's learning patterns and challenges. Teachers must complete a referral and collect data and progress monitor for a specified window before submitting the referral.</p> <p>Students who continue to have difficulty in the general curriculum and whose progress monitoring indicates they are making less than adequate progress will be given more intensive intervention. The KMP instructional program offers a variety of remediation forms and interventions (See Instruction Section). These students will continue to receive progress monitoring, but instructional support may be in the form of smaller instructional groups in the general education classroom, extra assistance from a volunteer tutor, etc.</p> <p>Those students who need more educational support as identified through progress monitoring, or who do not make sufficient academic progress after the above steps have been implemented, may be referred for further evaluation. The parents of the student will be contacted and will meet with the KMP Wellness team. If the parent consents to evaluation, testing will be coordinated through the Memphis City School Division of Exceptional Children or to their family physician for evaluation. If the completed diagnostic shows that the student is eligible for special services or support, an individual education plan (IEP) or a 504 student services plan may be developed.</p>
Enrichment Programs	Unknown existing status.

	<p>Given that we will have more time through the extended school day, Saturday school, and summer school, we will give students many enriching opportunities that will ignite their curiosity, heighten their critical thinking, and provide access to opportunities available to their middle-class peers. Students will also have the opportunity to engage in field lessons in Memphis and the surrounding areas each year. Field lessons will focus on getting to know our own Memphis community. Our field lessons will connect and extend student learning while giving our students the opportunity to connect with the world around them. Enriching opportunities also pertain to incorporating technology standards and speaking standards that all too often get left out of our student learning in underserved communities. Saturday schools will include a Parent University for parents with lessons such as Financial Literacy. Enrichment classes will be offered to all students immediately upon class dismissal for all students not assigned to a tutorial group. If a student has been assigned detention, he will not qualify for enrichment. Thus encouraging an investment in good behavior.</p>
Dual enrollment (if applicable)	<p>Unknown existing status. KMPM will offer as opportunities arise.</p>
Advanced Placement (if applicable)	<p>Unknown existing status. KMPM will offer as opportunities arise.</p>
6. Instructional Program	<p>Provide a summary of existing status and current needs.</p>
Planning and implementation of research based instructional strategies	<p>Unknown existing status. Our educational philosophy and approach, which is grounded in the KIPP model, is also supported by a growing body of research on urban education and the achievement gap. One of the early groundbreaking pieces of work in this field, <i>No Excuses: Closing the Racial Gap in Learning</i>,² studied the practices of inner city schools that are beating the statistical odds and producing academic results comparable to those in successful suburban school districts. This study, and the others that have since followed,³ have found that successful urban public schools share common characteristics: Rigorous, standards-based, college preparatory curriculum; Longer school day and school year; Strong behavioral management system; A school culture of academic achievement; Committed and driven teachers. These characteristics will be essential elements of any KMPM.</p> <p>Based on this philosophy and approach, the educational program at KMPM will be characterized by seven primary instructional components: 1). Standards-based curriculum; 2). Rigorous academics and extensive support; 3). Extended instructional time; 4). Early and intensive college focus; 5). Character Development; 6). Enriching Opportunities; 7).Community Relationships.</p>

² Abigail and Stephan Thernstrom. Simon &Schuster (October 2003.)

³ See Whitman, D. *Sweating the Small Stuff: Inner City Schools and the New Paternalism*, June 2008, and Matthews. C, *Work Hard, Be Nice*, 2009.

<p><u>1. Standards-based curriculum</u> Academic learning at KMPM will follow a standards-based curriculum. We will implement the Common Core Standards, as Memphis City Schools has already transitioned to the Common Core Standards for K-2 and the state of Tennessee will transition to testing these standards for all grades in 2014-15. In anticipation of this date, all KMCS, with support from the KIPP Memphis Director of Curriculum, will conduct an internal curriculum review/crosswalk to ensure full alignment of both the Common Core Standards and the Tennessee State Standards.</p> <p>Teachers will design yearlong pacing guides focused on teaching grade-level standards to mastery. KMCS teachers will participate in instructional planning training sessions led by the School Leader and will then work in grade-level teams to formulate three-to-five essential questions that, in conjunction with the pacing guides, will inform their planning of instructional units.</p> <p>Unit and weekly plans, guided by the standards-driven pacing guides described above, will be developed using the approach outlined in <i>Understanding by Design</i> by Wiggins and McTighe.⁴ A sample unit plan template may be found in <i>Appendix C</i>. Utilizing this process to design units of instruction and assessments focuses learning on developing a deeper understanding of the important concepts in each subject area. The backward design process involves planning in four steps that focus on the following questions:</p> <ul style="list-style-type: none"> • Step 1: Identify desired results. What is worthy of or requires student understanding? • Step 2: Determine acceptable assessment evidence. How will you know if students have reached the goals? • Step 3: Identify specific daily objectives and potential misunderstanding. What learning experiences and teaching methods will promote understanding, interest, and excellence? What potential misunderstandings will you encounter? • Step 4: Sequence objectives logically and calendar the unit. What needs to be taught each day in order to ensure mastery of unit objectives? <p><u>Rigorous academics and extensive support</u> Because all students at KIPP Memphis Collegiate Schools are ultimately being prepared for college, all students – regardless of skill level – will participate in rigorous academics. We recognize that some students, however, may need additional supports to master the rigorous academic content. Accordingly, students who are performing below grade level in each of the content areas as measured by informal and formal classroom assessments will receive individual and small group instruction to target their learning needs. During whole class instruction, the teacher may differentiate instruction based upon students’ needs, interests, readiness, and learning profile. In addition, other types of instructional support that a KMCS may utilize to support students achieving below grade level include: Individual, small group, and workshop time targeting specific standards; More time to increase</p>

⁴ Wiggins, G. and McTighe, J. *Understanding by Design*. Association for Supervision and Curriculum Development: 2005.

learning opportunities, including supplemented day and summer school; Guided reading groups; Scaffolding; Pre-teaching; Technology supports such as the Accelerated Reader; Pairing struggling readers with younger readers, so they feel like they are reading books at their level with a purpose; Valuing strengths and building self-confidence; Recognizing growth; Enhancing parent involvement; Tutoring and homework support.

While some students may require additional supports to participate in the rigorous academic program, other students may need teachers to utilize additional instructional techniques to be continuously challenged. For those students who are achieving at high levels or demonstrate a specific ability or talent, teachers will differentiate in the forms of acceleration, depth, complexity, and novelty. Teachers will also differentiate the process, content, or product. Examples of instructional techniques that may be employed for students who are achieving at high levels include: Project-based learning; Discovery learning; Computer activities; Critical thinking skills, or other differentiated approaches that push their thinking and skill level; Utilizing higher levels of questioning and thinking skills; Ensuring there is a wide variety of materials at different skill levels that engage a wide variety of interests; Individual or group inquiry projects; Field lessons to broaden experience base; Ensuring that the curriculum is challenging and not redundant; Providing opportunities for students to explore passions; Student-led service-learning.

These supports and techniques are essential to the success of our students. It is likely that many students who attend our school will be the first in their family to attend college and represent a wide variety of skill-sets and competencies. As such, the aforementioned supports will be implemented as part of the basic, required instructional program for all students. Every student will:

- Participate in additional instructional time as part of the regular school day
- Attend a three-week summer orientation session
- Attend Saturday School with a parent or family member once per month
- Participate in five field lessons per year, at least one of which will be a visit to a college campus
- Take additional literacy courses including writing and word study
- Participate in a school values-based lesson once per week during Explorations class
- Complete a year-long service-learning project

We recognize that many of our students will need supports beyond the academic sphere. Accordingly, KMPM will staff a social worker responsible for providing and coordinating the level and type of support each student may need.

Extended instructional time In addition to a longer school year, mandatory summer program participation (3 weeks from 7:15 a.m. -1:00 p.m.), and additional Saturday school meetings, the school day will begin at 7:15 a.m. and end at 4:00 p.m.

An extended school day, as well as the extended school year with increased time for academic support, has been cited in results-driven schools from Green Dot, Achievement First, Uncommon Schools, as well as KIPP. All of the schools serve

	<p>underserved populations; their exceptional results provide strong support for their extended time models.</p> <p><i>4. <u>Early and intensive college focus</u></i> At the core of our mission is providing students with academic skills in a college prep environment.</p> <p>We will work to create a college bound culture by referring to our students as freshmen, sophomores, juniors, and seniors, respectively, rather than referring to students as 5th, 6th, 7th, and 8th graders.</p> <p>Additionally, students in 7th and 8th grade will be placed into advisories, which are successfully utilized in many high performing schools. Students will be grouped with approximately 20 peers of their same gender into an advisory. Students will remain with their advisory teacher over the two years. Advisory for 7th and 8th graders is intended to strengthen teacher-student relationships, allow students to engage in lessons and activities designed to foster character development, and support students mentally and emotionally as they make the transition from middle school to high school.</p>
Use of instructional technology	<p>Unknown existing status</p> <p>At KMPM, technology is embedded in the curriculum in order to foster each student's individual learning. Each student will have his/her own laptop or ipad and access multiple interactive on-line learning programs that provide instruction specifically for that student and his or her needs. It is a blended learning environment and includes technology such as: Read 180, System 144, Accelerated Reader, Smartboards, Online Library System, Accelerated Math, Scholastic Fast Facts, Compass Learning Odyssey for differentiated math, Wowzers online differentiated program. Technology will be used to supplement teaching not supplant. It will provide the opportunity to use data analytics to differentiate learning.</p>
Use of data analysis to inform and differentiate instruction	<p>Unknown existing status</p> <p>We will make data-based decisions regarding curriculum and instruction at the individual student level, the teacher/classroom level, and the school as a whole. As part of our relentless focus on results, student academic progress will be measured and analyzed frequently and used to develop action plans for students, teachers, and the school. We will train our faculty in data analysis and develop systems and routines to support the effectiveness use of assessment.</p> <p>The purpose of assessing students and collecting data on student performance is to provide useful feedback to teachers and students in regard to the degree to which they are meeting their individual and collective goals, as well as to help set direction as to how instruction should be modified and improved upon to ultimately meet those goals. Therefore, the teachers at KMPM are involved extensively in analyzing data from standardized tests, interim benchmark assessments, and weekly assessments.</p> <p>Teachers will use the information from assessments to determine how to modify lessons in order to ensure that all</p>

	<p>students learn the standards. When an entire class is struggling with a standard, teachers may review and re-teach with the whole class. But when it is a small group of students, teachers may arrange to review and re-teach during tutoring or any other free time during the day. Teachers should always know the extent to which students are mastering the standards taught at each level.</p>
Number of minutes scheduled for core academic subjects	<p>Unknown existing status</p> <p>1. Annual Academic Schedule: KMPM will provide a longer school day (7:15 AM – 4:00 PM), a longer school calendar (196 instructional days), Saturday school (12 days), and summer school (3 weeks). This will enable students to acquire the knowledge and skills necessary to enter a rigorous college preparatory high school. Further, by having more time, students will have the opportunity to engage in broad extracurricular activities, including field lessons and community service that will prepare them for high school, college, and beyond.</p> <p>#2. School Day: In addition to a longer school year, mandatory summer program participation (3 weeks from 7:15 a.m. - 1:00 p.m.), and additional Saturday school meetings, the school day will begin at 7:15 a.m. and end at 4:00 p.m.</p> <p>For 5th grade students, KMPM will provide the following instructional time per subject per week: 450 minutes of reading, 450 minutes of mathematics, 300 minutes of science, 300 minutes of social studies, 300 minutes of language arts/writing, 180 minutes of physical education/health, and 120 minutes of art.</p> <p>The school anticipates that the schedule will vary slightly for students in 7th and 8th grade. Students in 7th and 8th grade will also participate in advisories. Additionally, 7th and 8th grade students will be able to choose an elective: art or band.</p>
7. Assessments	
Use of formative, interim, and summative assessments to measure student progress	<p>Unknown existing status</p> <p>Using Formative Classroom-Based Assessment Results: Each week, teachers are expected to conduct at least one formal assessment that addresses the specific standard or standards being taught that week. Formal assessments range from tests or quizzes to projects, presentations, or laboratory work. Effective teachers are always monitoring student progress and assessing the extent to which students are mastering the skills and content taught in each lesson. Morning work, homework checks, pop quizzes, exit tickets, lab reports, group assignments and higher-level questioning are all ways in which teachers daily assess students throughout their lessons. Teachers will also discuss this data at weekly grade level meetings.</p> <p>Using Formative Interim Assessments: KMPM will administer benchmark assessments every 6-to-8 weeks in all core academic content areas. These assessments will be aligned to the TCAP assessments and developed by the KIPP Regional</p>

	<p>Academic Support Team. To maximize the effectiveness of these assessments, significant time and resources will be invested to the school-wide cycle of data analysis, instructional planning, and re-teaching.</p> <ul style="list-style-type: none"> • Prior to the start of the school year, teachers will participate in professional development in July. This professional development will focus on the purpose of assessment, analysis, planning, and re-teaching. It will also train teachers in the structure, content, and expectations of analysis meetings every 6-to-8 weeks. • At least 5-to-6 weeks prior to the administration of the benchmark assessment, teachers will review the upcoming assessment. They will have the opportunity to make suggestions and suggest potential revisions. • One week prior to the administration of the benchmark assessment, teachers will complete a short assessment analysis sheet that predicts their students' performance on particular questions and standards. This allows teachers to compare their predictions to the eventual results and creates opportunities for high quality discussion and reflection. • The Friday following the administration of the assessments will be a staff in-service day. Students will not be at school. The purpose of this day is to allow teachers time to grade assessments and analyze student data in teams and with administrators. School-wide templates and tools for data analysis and responsive instructional planning will be used. This analysis and planning session will result in instructional action plans that outline whole class re-teaching standards and strategies, as well as identify individual students who need additional individualized instruction and their specific skill weaknesses. • Additionally, every teacher will bring his/her data to a data analysis meeting that will last 30-to-45 minutes. This meeting will be held with the School Leader. The purpose of this meeting is for the teacher to share his/her reflection on the data and the next steps in terms of planning and re-teaching particular standards. <p>Using Achievement Data and School Goals: At the end of the year, the staff will be involved in reviewing the standardized tests results and the assessments used throughout the school year. These results will help the staff evaluate their collective and individual successes and areas for improvement. The achievement data will be compared against the school's goals. The School Leader will provide an annual report that analyzes the degree to which the school's goals were met. This information will help guide the staff in revising the school's goals for the following year. Moreover, all teachers will be expected to analyze the test scores for their subject matter in order to identify areas on which they may need to focus during the following school year.</p> <p>Teachers will give students and parents/guardians ongoing feedback about student performance. Feedback will occur on a regular basis through progress reports and communication between each student's advisor and family. Teachers will often send work home for parents/guardians to review, as well as contact parents/guardians if they see a significant slip in academic performance or a special skill that needs extra reinforcement at school and home. Improvement reports will be sent home in the middle of each quarter. Parents/guardians will also get informal feedback about student performance throughout the year. The special education teacher will routinely monitor and re-evaluate the effectiveness of services.</p>
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<p>Timeline for reporting student progress to parents</p>	<p>Unknown existing status Progress reports will be sent home each week. The Progress Report is not part of the student’s formal academic record. Rather, it is an opportunity to communicate with parents/guardians how their child is doing each week. Progress Reports will include the rating indicating the student’s mastery of specific skills. A parent/guardian whose child is not meeting standard for more than one course at the Progress Report time may be required to meet with the teacher of that course within one week of receiving the Progress Report. Based on the Progress Report, parents/guardians may call or request a conference with any teacher.</p> <p>All school calendars reflect two scheduled parent conference day.</p>
<p>8. Parent and Community Support</p>	<p>Provide a summary of existing status and current needs.</p>
<p>Social, health, and community services to students and families</p>	<p>Unknown existing status As community is a fundamental pillar of the KIPP Memphis Prep vision and people are valued as a priority, parent relationships are a huge focus. KIPP Memphis Prep focuses on the areas of Building Strong Relationships with parents, providing consistent communication throughout the year, hosting quarterly parent meetings and events, creating a significant volunteerism base, fostering support of academic learning at home, and developing a parent organization that works to collaborate with and support the school. The details of these buckets are below.</p> <p>KIPP Prep will put a huge emphasis on its “Founding Family,” and hopes to continue that same love and spirit every year after. In the corridors of the school, guests will be able to see pictures of each of families and their children, along with at least 1 goal the family has for its son or daughter. Our parents will know that we are invested in them as parents and our relationship with them is central to our vision, mission, and values. In addition, parents will be welcomed into the school building at all times, including Saturday School (for which several field lessons, parents will be welcomed to attend as well). We want to live the title of “Team and Family.”</p> <p>KMP will be very intentional about building relationships with parents before the Fall semester begins and even before the first day of Summer School.</p> <p>Parent Informationals. As KIPP Memphis Prep will be a zoned school, the school leader and Region will have student contact information for eligible students very early in the Spring of Yr 0. The Spring will be used to contact parents and host informationals used to share information about the school’s vision, mission, goals and expectations, as well as recruit parents and build relationships. As students are enrolled early into the Spring, the school leader will continue to send updates to all families that have applied and check-in with them. This time will also be used to introduce the families to administrative staff members and teachers that have officially joined the team. Applications will be dispersed at the parent informationals, therefore all interested families must attend an informational session in order to apply their student to the school.</p>

	<p>Home Visits. Another benefit of having eligible student information early is being able to begin conducting home visits very early in the Spring semester of Yr 0. The school leader, dean, and any committed teachers that are willing will use the Spring to conduct home-visits and beginning logging communication with parents and families. Home Visit script has been attached and explained in earlier section.</p> <p>Summer Parent Orientations. During Summer School, we will have a parent orientation, where parents are invited to come and observe our systems, procedures, and overall culture. They will have the opportunity to observe classes and portions of our daily routines in order to truly understand our expectations and procedures. We will also overview our academic program.</p>
Parent support to students and school	<p>Unknown existing status</p> <p>KMP will send out to parents weekly progress reports, paychecks reflecting a students' behavior, monthly calendars, and school newsletters. In addition, teachers will be expected to make at least 10 parent phone calls a week-five positive and five improvement calls which will foster consistent communication.</p> <p>KMP will have 1-2 Parent events each quarter where Parents are invited to campus. These events will range from End of the Semester data meetings where the leadership team explains the academic growth that the student body has achieved to KIPP Family potlucks. In addition, we will have academic focused events like Math/Science Night, and ELA Night as well as more casual events such as Donuts for Dads and Muffins for Moms-where we focus on not only culture, but allow our parents time to get to know one another better and update the parents on more volunteer opportunities.</p>

2. School Improvement Plan

Attach an electronic copy of the school's comprehensive plan for school improvement that will be implemented in conjunction with the Restart Model. (Label as Attachment *School Name* School Improvement Plan)

You may use the "streamlined" improvement plan developed in Fall 2011, "Revised Tennessee School and District Improvement Planning" document or one of your choosing.

Restart Model

School Name: KIPP Memphis Preparatory Middle (formerly Shannon)	Tier: I
<p data-bbox="186 365 1929 427">Rationale for selection of intervention model: Explain how the LEA will use the restart intervention model to address the root causes of the school's low-performance as identified in the school's needs assessment.</p> <p data-bbox="186 464 1929 630">The last census data shows the majority of the families in the community live below the poverty level. In addition the 2011 census shows 41% of individuals older than 25 lack a high school education in the 38106 area code. The median household income in the area is \$19,998 compared to a national average of \$50,054. According to a report created by the Tennessee Comptroller's Offices of Research and Education Accountability, Memphis has been reported as one of the 10 least literate cities in the U.S. with more that 70% of Tennessee's eighth graders as a whole reading at or below grade-level.</p> <p data-bbox="186 667 1929 773">Since its founding in 2002, KIPP Memphis Collegiate Schools (KMCS) has developed a highly successful program serving primarily low-income, minority students from the most underserved areas of Memphis, Tennessee. KMCS sets high standards for its students and focuses on providing them with the educational and social skills necessary for achieving a college education and ultimately success in life.</p> <p data-bbox="186 810 1929 1073">The educational philosophy of KIPP Memphis Collegiate Schools (KMCS) is based on the belief that graduation from college is the best way each student can maximize his or her academic, professional and personal potential. College provides a means for deepening academic and personal experiences, building personal and professional relationships, and broadening perspectives that open up opportunities and enable an array of choices that are unavailable to students who do not graduate from college. Thus, KMPM will deliver an educational program that will allow its students to develop scholarship, discipline and teamwork in order to graduate from college and lead a life of opportunity and choice. KMPM will advance its students' knowledge and skills through its overarching comprehensive educational approach based on the KIPP five pillars – high expectations, choice and commitment, more time, power to lead, and focus on results – and the school values of scholarship, discipline and teamwork. In relation to its instructional goals and methods, high expectations and more time are paramount</p> <ul data-bbox="142 1279 1965 1404" style="list-style-type: none">• Overall Achievement Goals:<ul style="list-style-type: none">– The ASD has set proficiency targets such that each school opening in SY 2013-14 will attain the following percentile rank relative to all K8 TN schools in 3-8 RLA and Math, grade 3 RLA and grade 7 Math TCAP:<ul style="list-style-type: none">• 2014: $\geq 5^{\text{th}}$ percentile	

- 2015: $\geq 25^{\text{th}}$ percentile
 - 2016: $\geq 50^{\text{th}}$ percentile
 - 2017: \geq between 50^{th} and 75^{th} percentile
 - 2018: $\geq 75^{\text{th}}$ percentile
- The ASD has also set a minimum annual gain in proficiency of 8 percentage points across grades, subjects and subgroups
 - We have estimated that school-level proficiency will increase by 12% over the next 6 years (linear increase assumed)

At a minimum, all students will meet the above targets set by the Achievement School District; we project that these proficiency targets will be as follows:

Estimated TDE Annual Increase:	2%				
Minimum School Percentile (relative to all TN schools):	5th	25th	50th	50th-75th	75th
Year:	2014	2015	2016	2017	2018
3-8 SIG Math Minimum %P/A	17.32	40.2	54.6	62.2	69.8
3-8 SIG RLA Minimum %P/A	20.4	42.8	55.8	62.6	69.4
3rd Grade RLA Minimum %P/A	18.22	38.6	51.7	59.4	67.1
7th Grade Math Minimum %P/A	15.44	35.9	51.3	60.25	69.2

- Minimum proficiency target increase for each grade/subgroup/subject should be 8 percentage points/year

Internally KIPP has set much higher targets.

Annual Goals for Reading/Language Arts on State assessments for “all students” group and for each subgroup.

SY 2013: Fifth grade only – target - $\geq 60\%$ proficient/advanced with at least 20% advanced

SY 2014: Fifth grade and sixth grade only – new incoming students 5^{th} grade and 6^{th} grade – target - $\geq 60\%$ proficient/advanced with at least 20% advanced

Target for second year students (sixth graders on board with KIPP in the fifth grade) - $\geq 75\%$ proficient/advanced with at least 30% advanced.

SY 2015: Fifth grade, sixth, and seventh grade only – new incoming students 5th, 6th, and 7th grade – target - $\geq 60\%$ proficient/advanced with at least 20% advanced

Target for second year students (sixth graders on board with KIPP in the fifth grade and seventh graders on board with KIPP for the sixth grade only) - $\geq 75\%$ proficient/advanced with at least 30% advanced.

Target for third year students - $\geq 85\%$ proficient/advanced with at least 40% advanced

In addition, all children will grow at least 8% and the gap reduction across all groups will narrow by 6.3% minimum.

Quarterly Milestone Goals for Reading/Language Arts on interim assessments for “all students” group and for each subgroup for (to be updated annually upon renewal of the grant).

100% of students meet year’s growth goals as set by NWEA.

100% of students meet KMPM goal of 1.5 years of reading growth as assessed by MAP.

85% of students meet KMPM goal of 2 years of reading growth as assessed by MAP.

In addition, each year, 100% of students will meet their individual reading goals on the Fountas & Pinnell Reading Scale. This growth scale will be aligned to NWEA’s MAP assessment. Students will be assessed on the F&P Reading Scale once every quarter. The July assessment will serve as the baseline score and teachers will use the growth scale to ensure students are progressing towards their individual goals. F&P will be used across every grade level and students should be reading on grade-level by end of 6th grade.

Annual Goals for Mathematics on State assessments for “all students” group and for each subgroup.

KIPP will meet all minimum goals set by the ASD and shown in the “Annual Goals for Reading/Language Arts shown above but has set these internal targets:

SY 2013: Fifth grade only – target - $\geq 60\%$ proficient/advanced with at least 20% advanced

SY 2014: Fifth grade and sixth grade only – new incoming students 5th grade and 6th grade – target - $\geq 60\%$ proficient/advanced with at least 20% advanced

Target for second year students (sixth graders on board with KIPP in the fifth grade) - $\geq 75\%$ proficient/advanced with at least 30% advanced.

SY 2015: Fifth grade, sixth, and seventh grade only – new incoming students 5th, 6th, and 7th grade – target - \geq 60% proficient/advanced with at least 20% advanced
Target for second year students (sixth graders on board with KIPP in the fifth grade and seventh graders on board with KIPP for the sixth grade only) - \geq 75% proficient/advanced with at least 30% advanced.
Target for third year students - \geq 85% proficient/advanced with at least 40% advanced

In addition, all children will grow at least 8% and the gap reduction across all groups will narrow by 6.3% minimum.

Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup for (to be updated annually upon renewal of the grant).

Interim Assessments will used to measure progress to goal in September, December, February, and March

100% of students meet years’ growth goals as set by NWEA.

100% of students meet KMP goal of 1.5 years of growth as assessed by MAP.

85% of students meet KMP goal of 2 years of growth as assessed by MAP.

Name of School: KIPP Memphis Preparatory Middle (formerly Shannon)		Tier: I	
Restart Model LEA Design and Implementation of the Intervention Model	Action Steps for Pre-implementation and Year One. Pre-implementation, April 1-Sept. 1, 2013	Implementation Timeline	Name and Position of Responsible Person(s)
2. Notify parents and other stakeholders of the restart process and of the LEA's obligation to enroll all previously enrolled students in the new school.	Flyers, community meetings, door-to-door visits	Beginning in January 2013 – complete June 2013 – with 50% of spots filled by March 1 st and 70% by April 1st	Crystal Windless
3. Staffing and Recruiting	Memphis City Schools Job Fair KIPP Memphis Recruiting Events KIPP Teach (internet to draw national applicants) KMPPM seeks applicants who have demonstrated results, are aligned with the school's mission and values, are committed to improving as a teacher and leader, and have the core mindsets and skills to be an effective urban teacher.	Beginning now complete June 2013	Crystal Windless
4. Professional Development and Support	KIPP Memphis Prep will host a three week summer orientation and professional development for teachers. The focus of the weeks is the KIPP Memphis Vision and Culture, Academic Goal Setting and Long Term Planning, and content specific planning.	June-July 2013	Crystal Windless

Requirements for the Restart Model. (LEA must implement all.)			
1. Select CMO to restart school			
<p>Pre-Implementation Activities:</p> <p>Please note: The activity categories listed below are not an exhaustive or required list. Rather, they illustrate possible activities that the LEA may list, depending on the needs of the school.</p> <p>Pre-Implementation allows the LEA to prepare for full implementation of a school intervention model at the start of the 2013-2014 school year. To help in its preparation, an LEA may use federal FY 2011 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application consistent with SIG final requirements.</p> <p>To help in its preparation, as soon as it receives the funds, the LEA may use part of its first-year allocation for SIG related activities in schools that will be served with federal FY 2011 SIG funds.</p> <p>Activities must align to schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be implemented prior to the beginning of the 2013-2014 academic school year.</p> <p><u>Activity Categories with Sample Activities:</u></p> <p><i>Family and Community Engagement:</i> Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.</p>			

Rigorous Review of External Providers: *Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.*

Staffing: *Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.*

Instructional Programs: *Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2012-2013 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.*

Professional Development and Support: *Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observation of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.*

Preparation for Accountability Measures: *Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.*

2013-14 Tennessee School Improvement Planning Template
The final plan should be no longer than **four** pages.

School Name:	KIPP Memphis Preparatory Middle (KMPM) formerly Corry Middle	
Analysis of last year's final results:	Areas of Greatest Progress:	Areas of Greatest Challenge
		<p>Corry Middle School has received a grade of "F" for the past three years with no change in the trend based upon TCAP Criterion Referenced Academic Achievement.</p> <p>The percent of all students scoring Proficient or Advanced on the state test was 5% in RLA and less than 5% in Math, which is much lower than the state benchmark of 49% in RLA and 40% in Math; Corry Middle saw decreases in the percent of students scoring proficient or advanced across all grades, subjects and subgroups from SY 2010 to SY 2011; these proficiency decreases were as large as 5.4%</p> <p>43% and 40% of students were suspended in SY 2010 and 2011 respectively; 8% of students were expelled in SY 2010 and 2011 respectively. While these numbers are decreasing, discipline is clearly an area of challenge.</p>
Goals for 2013-14 school year:	<p><i>Students progress and achieve academically</i></p> <ul style="list-style-type: none"> • <i>See attachment labeled " KMPM Academic Goals"</i> <p><i>Includes TCAP, MAP, Fountas & Pinnell</i></p> <p><i>Staff members feel respected, heard, supported, and valued. Each staff member will be brought-in to the KMPM mission and feel personally invested in children.</i></p> <ul style="list-style-type: none"> • <i>90% of invited staff members will return each year</i> • <i>90% of staff report being highly satisfied with school</i> <p><i>Students become a part of the KIPP Culture</i></p> <ul style="list-style-type: none"> • <i>Attendance will average 97%</i> • <i>95% of students will return each year</i> • <i>100% of students feel included in the KMPM community. Students feel safe, proud, respected and valued. They desire to attend school every day and return the following year</i> 	

	<ul style="list-style-type: none"> • <i>All students will exhibit the core values of KMPM and meet their individual character growth targets</i> <p>To build a sustainable financial model</p> <ul style="list-style-type: none"> • <i>Actual to budget variances on school-based expenses are less than 5% of annual operating budget</i> • <i>KMPM yearly independent audit will verify sound financial practices</i>
	<p>Key strategies to achieve goals:</p> <ol style="list-style-type: none"> <p>1. Strategy: Extended school hours including Saturday school</p> <p>Implementation Plan: Students will attend school from 7:30 to 4:00 daily. They will also have Saturday school one to two times per month from 8:00 to 12:00 noon and three weeks of summer school in July. In addition, enrichment classes will be offered immediately following school dismissal for students not assigned to tutorial groups. A Parent University will be offered during Saturday school for parents with sessions such as Financial Literacy.</p> <p>Desired outcomes: Allows students to receive the remediation and intervention that the in-coming class will require. Gives students the opportunity to be involved with the local community through service learning projects and also travel to other cities and states for end-of-field year lessons.</p> <p>Projected costs and funding sources: Premium paid to teachers for extended days – year 1, \$108,842, year 2, \$157,865, and year 3, \$186,515. Contracted services for after-school and Saturday school – year 1, \$27,000, year 2, \$49,500, and year 3, \$72,000. Food for Saturday school – year 1, \$3,000, year 2, \$6,000, and year 3, \$9,000. All funding sources are from school revenue including BEP, Title 1, and contributions from individuals.</p> <p>Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year: Offers remediation for the students entering below grade level and focuses on two of our five core values – people first and determination</p> <p>2. Strategy: Fully utilize technology and data in the development of rigorous and standards-based instructional plans</p> <p>Implementation Plan: Purchase of technology, investment in a data analyst resource, and other instructional equipment and curriculum</p> <p>Desired outcomes: Students meet academic goals for the TCAP, MAP, and Fountas & Pinnell</p> <p>Projected costs and funding sources: Technology– year 1, \$161,224, year 2, \$34,634, and year 3, \$37,620; instructional curriculum including textbooks and other material – year 1, \$35,000; year 2, \$54,000; and year 3, \$75,000; data analyst – year 1, \$89,600, year 2, \$91,840, and year 3, \$94,136; printing and copiers – year 1, \$23,000, year 2, \$27,000, and year 3, \$50,000. All funding sources are from school revenue including BEP, Title 1, and contributions from individuals.</p> <p>Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year: Directly addresses academic performance goals</p>

	<p>with interventions for students needing additional support</p> <p>3. Strategy: Offer a three week summer orientation and professional development. In addition, attend annual KIPP School Summit for sessions focused on content development within his or her area of instruction. Offer opportunities for networking with other colleagues throughout the country. Offer two staff members (reading and SPED) the opportunity to attend SMILA, a multisensory approach to teaching reading to struggling students. Offer the SPED teacher the opportunity to attend Wilson Reading training – a high intensity reading approach for non-readers. Offer the math teacher and school leader the opportunity to visit Team Charter Schools in Newark, New Jersey to observe their remarkable success.</p> <p>Implementation Plan: Ongoing</p> <p>Desired outcomes: Teachers will be fully invested in students’ success</p> <p>Projected costs and funding sources: Professional development – year 1, \$25,000, year 2, \$41,675, and year 3, \$58,345. All funding sources are from school revenue including BEP, Title 1, and contributions from individuals.</p> <p>Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year: Staff members feel respected, heard, supported, and valued.</p> <p>4. Strategy: Develop a “dean of culture” position. Culture will consist of discipline, as well as investment, parental involvement and support, and community learning, engagement, and partnerships. Staffing the position in year 1 allows him or her to build that culture from inception. The dean will supervise Saturday enrichment courses brought in by contractors. He or she will be responsible for researching and planning community field lessons, based on curriculum. In addition, he or she will work with community partners to generate needed and meaningful service opportunities. The dean will implement specific systems for behavioral management and student investment, for example, dress code, student “paycheck” system, class point competitions, and mentoring program.</p> <p>Implementation Plan: Hire a dean prior to school opening</p> <p>Desired outcomes: Students learn the KIPP culture and feel a part of the community</p> <p>Projected costs and funding sources: Dean salary – year 1, \$93,692.16, year 2, \$95,097.54, and year 3, \$96,524.01; student gifts and rewards – year 1, \$2,500, year 2, \$5,000, and year 3, \$7,500; field trips – year 1, \$8,250, year 2, \$16,500, and year 3, \$24,750; and school uniforms – year 1, \$9,350, year 2, \$12,450, and year 3, \$15,550. All funding sources are from school revenue including BEP, Title 1, and contributions from individuals.</p> <p>Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year: Directly addresses school culture which encourages school attendance, ownership, and pride</p>
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	<p>5. Strategy: Establish a “Health and Wellness Team”. It will consist of the Special Education teacher, School Leader, one general education teacher, and Social Worker. The Special Education teacher meets with the general education teachers every week to discuss students not making adequate academic or behavioral progress and determine intervention support for these students; however, when a particular is reoccurring as struggling and not responding to interventions introduced on the grade-level, the student will submitted to the Health & Wellness Team, which designs more intense intervention plans for student as well as determines when an IEP needs to be conducted.</p> <p>Implementation Plan: Hire an extra SPED teacher in year 1; employ a part-time social worker, and in year two add a guidance counselor focused on “KIPP through College”</p> <p>Desired outcomes: Early identification and intervention to ensure all students achieve academically</p> <p>Projected costs and funding sources: Cost of a SPED teacher – year 1, \$69,231.12, year 2, \$70,961.90, and year 3, \$72,735.95. Cost of a part-time social worker – year 1, \$23,180; year 2, \$24,239; and year 3, \$24,602. Cost of a “KIPP through College” associate – year 2, \$21,175; year 3, \$21,493. All funding sources are from school revenue including BEP, Title 1, and contributions from individuals.</p> <p>Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year: Early identification and intervention to ensure all students achieve academically</p>	
Key benchmarks for progress on strategies:	Benchmark:	Timeline:
	HSR Survey – Teacher Culture	Annually
	20 Day Attendance Counts (average at least 96% daily)	Every 20 school days
	Exit surveys for student transfers	As needed
	HSR Survey – Students	Annually
	Interim reading assessments	Ongoing
	Interim math assessments	Ongoing
	Interim writing assessments	Ongoing
	Teacher Evaluations	Mid-year and end-of-year
	Budget Reviews	Monthly

KMPM Academic Goals

*TCAP goals will be made relative to Common Core. (Interim Assessments will used to measure progress to goal in September, December, February, and March).

Because the scores at Corry were less than 5%, very little baseline information was provided.

Each bar in the table represents a school year – beginning in fifth grade

TCAP	5 th	6 th	7 th	8 th
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Math	≥ 60% proficient/ advanced At least 20% advanced	≥ 75% proficient/ advanced At least 30% advanced	≥ 85% proficient/ advanced At least 40% advanced Baseline - >5%	100% proficient/ advanced At least 50% advanced
RLA (Reading & LA)	≥ 60% proficient/ advanced At least 25% advanced	≥ 75% proficient/ advanced At least 30% advanced	≥ 85% proficient/ advanced At least 40% advanced Baseline - >5%	100% proficient/ advanced At least 50% advanced
Social Studies	≥ 70% proficient/ advanced At least 30% advanced	≥ 85% proficient/ advanced At least 40% advanced	≥ 90% proficient/ advanced At least 50% advanced	100% proficient /advanced At least 50% advanced
Science	≥ 60% proficient/advance d At least 20% advanced	≥ 75% proficient/advance d At least 30% advanced	≥ 85% proficient/advance d At least 40% advanced	100% proficient/advance d At least 50% advanced
Writing	90% proficient/advance d At least 30% advanced (earning above a 4 on rubric)	N/A	N/A	95% proficient/advance d At least 50% advanced (earning above a 4 on rubric)
MAP	5 th	6 th	7 th	8 th
	<p>100% of students meet years' growth goals as set by NWEA.</p> <p>100% of students meet KMP goal of 1.5 years of reading growth as assessed by MAP. (Grades 5 & 6) 7th&8th grades meet 1 year of growth as described above in Goal 1.</p> <p>85% of students in grades 5 and 6 will meet KMP goal of 2 years of reading growth as assessed by MAP. 7th & 8th grade students will meet 1 year of growth as described above in Goal 1.</p>			
Reading	100% above 15 th	100% above 25 th	100% above 40 th	100% above 50 th
Language	percentile	percentile	percentile	percentile
Arts	≥ 50% above 40 th	≥ 50% above 55 th	≥ 60% above 65 th	≥ 75% above 75 th
Math	percentile	percentile	percentile	percentile
Fountas & Pinnell Reading Assessment				
<p>Each year, 100% of students will meet their individual reading goals on the Fountas & Pinnell Reading Scale. This growth scale will be aligned to NWEA's MAP assessment. Students will be assessed on the F&P Reading Scale once every quarter. The July assessment will serve as the baseline score and teachers will use the growth scale to ensure students are progressing towards their individual goals. F&P will be used across every grade level and students should be reading</p>				

on grade-level by end of 6th grade.